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# Integrated Occupational Program

## Social Studies

### Program of Studies

#### Grades 8 and 9

INTERIM 1991

**CURRICULUM** P courses for Grades 8, 9, 10 and 11 have interim approval and are being  
presented as follows:

H	8 and 9	- Provincial implementation, September 1989
62	10	- Provincial implementation, September 1990
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1991	11	- Provincial implementation, September 1991.
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# IOP SOCIAL STUDIES GRADES 8 AND 9

## A. PROGRAM RATIONALE AND PHILOSOPHY

### RATIONALE

In recognition that the needs of both the individual and society may best be served through school experiences designed to meet student needs and abilities, the *Secondary Education in Alberta* policy statement, 1985 directs that a program be developed for students who have experienced difficulty in learning. This program, beginning in Grade 8, is the Integrated Occupational Program and will articulate with a similar program in the senior high school. The policy statement states that:

"... the goals of the secondary schools are to assist students to ... become aware of the expectations, and be prepared for the opportunities of the workplace — expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers . . ." (p. 12)

The policy also states the value of the community in the educational process:

"Opportunities must be provided to involve the community in secondary education programs and to recognize and support learning experiences which take place outside of schools." (p. 8)

In addition, the policy statement directs that:

"The Certificate of Achievement will be awarded to those students who, because of their abilities

and needs, have taken the Integrated Occupational Program. The certificate will recognize their achievement in that program." (p. 23)

The Integrated Occupational Program is designed to enable students to:

- become responsible members of society
- develop entry-level vocational abilities
- recognize the need for lifelong learning.

The Integrated Occupational Social Studies Program is designed for students who have experienced difficulty with social studies in the regular program, and focuses on the need of the learner to experience success.

The IOP Social Studies, Grades 8 and 9 provides the essential knowledge, skills and attitudes needed for students to become responsible citizens and contributing members of society. Major emphasis is placed on the development of process, communication and participation skills, and inquiry strategies in order to enhance student ability to answer questions, make decisions, solve problems and adjust to changing circumstances. The program is intended to foster an appreciation of social studies for its usefulness and relevance, and thus motivate students to participate in the learning process. The program assists students to transfer and apply specific process, communication and participation skills and inquiry strategies to more generalized situations in everyday life and the world of work.



In a rapidly changing technological society, students require effective critical/creative, problem-solving and decision-making skills. The social studies program enhances student ability to apply skills and strategies in unfamiliar situations, make intelligent choices, monitor behaviour, and understand that one must live with the consequences of personal decisions. Students are encouraged to develop realistic aspirations regarding their future endeavours and responsible attitudes toward citizenship. The course content is the context in which skills and attitudes are developed and comprises history, geography, economics, current affairs and the social sciences.

Prescribed content in the IOP Social Studies, Grades 8 and 9, reflects an emphasis on life skills, and has been determined on the basis of the abilities and needs of students for whom the courses were designed. Nevertheless, the philosophy, goals and directions established in the Integrated Occupational Social Studies Program are consistent with those of other regular program social studies courses. This consistency will assist students in their transition from a regular program to the IOP, and from the IOP to a regular program.

Within appropriate contexts, the social studies program is designed to mediate, reinforce and extend knowledge, skills and attitudes addressed in preceding social studies courses. In addition, new knowledge, skills and attitudes will be introduced and developed in keeping with abilities, needs and interests of students.

## PHILOSOPHY

The need to develop programs for exceptional students is based on a fundamental belief about children, as expressed in the government's *Secondary Education in Alberta* policy statement, June 1985: "... a respect for the unique nature and worth of each individual." (p. 7)

The Integrated Occupational Program rests on a number of additional beliefs and assumptions about the way children learn, the overall potential of children, and their learning needs in relation to societal demands. These beliefs and assumptions have a tremendous impact on program goals, design and implementation.

There are patterns and predictability to children's learning sequences. However, each student's style and pace is unique, reflecting past experiences. Though seen as "exceptional" in their learning needs, these children nonetheless fall within the normal range of learning potential; thus every effort must be made to offer experiences that provide equitable opportunities to participate in all aspects of life.

Social studies is a school subject that assists students to acquire the knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society.

The Integrated Occupational Social Studies Program focuses first and foremost on individual growth and the needs of the learner. As attitude and self-esteem are powerful influences over learning, the program must foster in each student a positive self-concept and a positive attitude toward learning. The knowledge, skills and attitudes addressed within the program must:

- provide meaningful and relevant learning experiences
- be appropriate to student ability
- provide for student success
- enable students to understand and function effectively in their personal environments.

Students vary in the way they receive, process, recall, apply and communicate information. Each student has a preferred way of approaching learning tasks. Instructional planning must include careful assessment of each student's developmental characteristics, knowledge, skills and preferred way of learning. In order to ensure that individual student needs are being met, instructional plans may often need to be adjusted or modified.

The Integrated Occupational Social Studies Program provides opportunities to promote further understanding of traditional social studies as it relates to an appropriate knowledge base and the changing family, community, provincial, country and world environments. In addition, this social studies program expands the concept of "social" to include the personal and interpersonal skills necessary for students to develop into responsible citizens at home, at school, in the workplace and in the global community.

The Integrated Occupational Social Studies Program takes the following factors into account.

- **Nature and needs of the learner.** The program is designed to accommodate the abilities, needs, interests, cultural heritage and learning styles of each student.
- **Nature and needs of a changing society.** The program is designed to develop knowledge, skills and attitudes that will enable students to become responsible members of society. Responsible citizens apply critical and creative thinking skills to make decisions based on input from a wide variety of sources, respect the behaviours, cultures and opinions of other individuals and groups, and participate positively in society. Process, communication and participation skills, and inquiry strategies will prepare students to adapt to a changing world.
- **Nature of knowledge in each area of social studies.** History, geography, economics and social sciences are incorporated as determined by the abilities and needs of students.
- **Learning environment.** Teachers are encouraged to adapt delivery and design of the prescribed program in keeping with the abilities, needs, interests, learning styles and cultural heritage of students. School and community resources are to be considered and teachers are encouraged to enhance program delivery through a variety of activities that promote community involvement and recognition of cultural groups within the community.

The social studies program will enhance students' abilities to:

- become self-motivated and self-directed decision makers
- gain confidence in taking risks, accepting challenges and making decisions
- develop confidence and a sense of self-worth in their ability to participate responsibly in a changing society.

Although students are at various stages of cognitive development, most will continue to use concrete operational thinking. Students will depend on personal experience and personalized content to link new ideas with prior knowledge. As the process of analysis must be based on tangible experience, learning activities should begin at the concrete level, with a high emphasis placed on experiential learning. Specific concepts and skills should be developed after establishing a need for their use through learning activities involving three levels of instructional technique:

- concrete; e.g., use of models
- transitional; e.g., pictorial representation
- formal; e.g., symbolic representation.

Strategies that will assist the learner in progressing from the concrete level of thinking to the more abstract thought processes are provided in the program of studies/curriculum guide and corresponding teacher resource manual (available for each IOP course from the Learning Resources Distributing Centre).

## B. GENERAL LEARNER EXPECTATIONS

Students in the Integrated Occupational Social Studies Program will be expected to participate responsibly in society. Responsible citizenship involves becoming knowledgeable, having purpose and making informed choices. A democratic society, such as Canada's, requires the understanding and the exercising of rights and responsibilities by individuals and groups.

To facilitate the development of responsible citizenship, *students will be expected to:*

- develop the essential knowledge, skills and attitudes necessary for responsible participation at home, at school, in the community and in the workplace
- develop positive attitudes toward lifelong learning and responsible citizenship

- apply critical/creative thinking skills and problem-solving/decision-making strategies to a variety of life situations
- respect the dignity and worth of self and others
- acquire the personal and interpersonal skills that will enable them to:
  - function appropriately in a variety of settings
  - develop a positive self-concept
  - experience social acceptance.

### Specific Learner Expectations

Specific learner expectations (learning objectives) have been identified for Social Studies, Grade 8 and Social Studies, Grade 9 in the Statement of Content, which follows.



## C. STATEMENT OF CONTENT

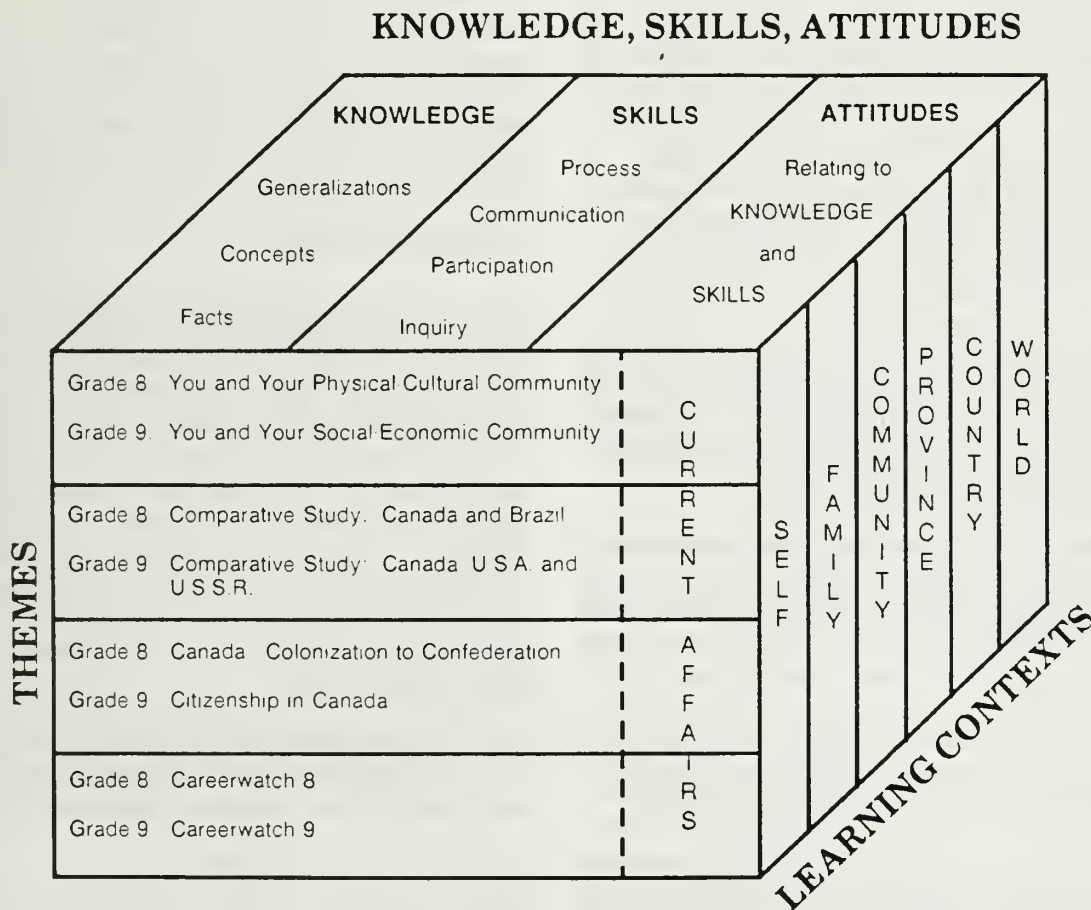
### PROGRAM FRAMEWORK

The Integrated Occupational Junior High Social Studies Program is a two-year sequence: Social Studies 8 and Social Studies 9. The framework is illustrated by the developmental model below.

The thematic units are placed on the front face of the model to highlight their importance in planning integrated social studies activities.

The three faces of the developmental model provide the basis for an integrated program. The three dimensions of the social studies program are:

- knowledge, skills and attitudes
- learning contexts
- themes.



## Knowledge, Skills and Attitudes

Knowledge, skills and attitudes reflect the prescribed learner expectations of the social studies program. The knowledge, skills and attitudes that are identified are appropriate for lifelong learning and are intended to foster responsible citizenship within the home, school, workplace, community, province, country and world.

Responsible citizenship involves becoming informed about the present and future by drawing on history and the social science disciplines. **Knowledge objectives** for social studies consider the history of our community, the growth of democratic society, and an understanding of human nature, changing social, political, technological and economic environments. Knowledge objectives are organized through generalizations, key understandings, concepts and facts. A generalization is a rule or principle that shows relationships among two or more concepts. A key understanding is a statement of a major understanding related to the content of the course. A concept is an idea or meaning represented by a word, term or other symbol that constitutes a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas.

**Skill objectives** of the program are intended to provide opportunities for students to develop and apply process, communication and participation skills, as well as inquiry strategies. The skills and strategies addressed in social studies will enhance personal and interpersonal development, and address the goals of responsible citizenship. Skills are best taught in the context of use, rather than in isolation.

The skills/strategies to be developmentally addressed at each grade level throughout the social studies program are:

**Process Skills** - to enable the learner to gather, organize, evaluate and apply knowledge

**Communication Skills** - to enable the student to receive, translate and transmit knowledge

**Participation Skills** - to enable the learner to interact with others.

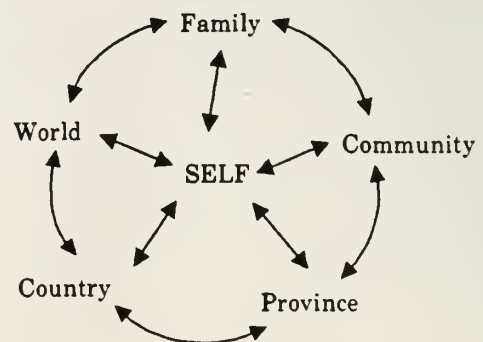
**Inquiry Strategies** - to enable the student to combine skills into specific patterns to facilitate critical/creative thinking, problem solving and decision making.

**Attitude objectives** describe ways of thinking, feeling or behaving and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another and learning in an atmosphere of free and open inquiry. Attitude objectives should receive continuous and informal evaluation.

## Learning Contexts

The value and meaning of learning increases when students understand the affect of course content on their personal lives. To enhance understanding, the contexts for instruction in social studies begin with self (i.e., the student's current knowledge and experience) and extend to situations within the family, community and province with which the student can readily identify. As students become comfortable with knowledge, skills and attitudes applied to these familiar contexts, instruction is then extended and applied to the less familiar contexts of country and world.

Learning begins with what the student currently knows, extends through the world as a whole and returns to the student to enhance relevancy.



Self, family, community and province are emphasized in Grades 8 and 9.

### Themes

The division of content into knowledge, skill and attitude objectives is not intended to provide an organizational model for teaching. However, a thematic focus based on a topic, issue, problem or concern provides the applications and tasks in which knowledge, skills and attitudes are combined into meaningful activities. Flexibility in selecting and designing an instructional organization for the topic is intended to accommodate the needs of students, maximize the use of available resources and allow for coordination of instructional planning.

The thematic approach emphasizes the fact that knowledge, skill and attitude objectives are to be addressed simultaneously. Organizing for instruction using themes provides opportunities for students to apply inquiry strategies to solve problems and make decisions that relate to real issues affecting their lives.

Current affairs and up-to-date information are an integral part of the social studies program. The study of current events adds relevance and immediacy to the curriculum and helps foster student interest. Discussion of current events, issues and problems helps students understand their world and demonstrates the need for studying the past in order to understand the present. Units of study and material in textbooks, films and other media can be updated using current affairs. In addition, the study of current affairs provides students with opportunities to develop the skills needed to acquire, analyze and evaluate media information and sources, make decisions and participate in society as responsible citizens.

The study of current events, issues and problems is not a simple task. Considerable time is often required to understand the background and intricacies of a particular event or issue. Therefore, issues and events should be carefully selected to enhance the objectives of the social studies program. In general, **current affairs** should be handled as inclusions in, and extensions of, curricular objectives and not as a separate topic isolated from the program.

### TIME ALLOCATION

Time for each course is to be allocated at the discretion of school or jurisdiction administration to reflect the needs of individual students.

### COMMUNITY PARTNERSHIPS

The social studies program must enable students to recognize the relevance of social studies knowledge, skills and attitudes, critical/creative thinking skills and inquiry strategies as they apply to daily living. *Students will be expected to demonstrate an understanding that:*

- knowledge, skills and attitudes in social studies have application in daily experiences within the home, community and work environments
- goal setting, problem solving and decision making are important life skills
- preparation for an occupation or career requires that effective social studies skills be developed.

Community partnerships are community-based learning experiences, and will foster an appreciation of social studies for its usefulness and relevance. Direct community involvement will assist students to transfer specific social studies knowledge, skills and attitudes to more generalized situations in everyday life and the world of work. Guest speakers, field trips, job shadowing and mentorships are a few examples of meaningful community associations.

### CURRICULAR INTEGRATION

Teachers have traditionally tended to integrate knowledge, skills and attitudes from other subject areas into their courses; however, this tendency has generally been incidental rather than by curricular and instructional design. In contrast, the Integrated Occupational Program is designed specifically to integrate related knowledge, skills and attitudes across the curriculum. In addition, teachers in the program are encouraged to adopt integrated planning and teaching strategies.



## REQUIRED AND ELECTIVE COMPONENTS

The learner expectations identified in this document are the required components of Social Studies 8 and 9. Elective objectives are identified in the Integrated Occupational Program of Studies/Curriculum Guide for each course.

The learner expectations are designed to accommodate individual student's abilities and needs. Various activities are suggested to provide teachers and students with the flexibility to select, adapt and further develop course content to meet local needs, interests and resources.

The teacher is expected to assess each student's abilities upon entering a course and to develop an instructional plan that provides each student with opportunities to experience success.

**Note:** *Current affairs* and *geography* are to be included to enhance and extend the knowledge, skill and attitude objectives of the program.

Students' abilities, needs and interests will largely determine the use of elective time. The elective component provides opportunities for varying organizational and instructional strategies that facilitate learning and that are appropriate to each student's developmental stage and learning style. The elective component of the social studies program provides opportunities for:

- remediation and reinforcement of knowledge, skills and attitudes within the required component
- extension and enrichment of the required component, by introducing additional knowledge, skills and attitudes considered appropriate to individual interests and needs.

The instructional time for the social studies courses should be apportioned:

- 80% Required
- 20% Elective.

## PROGRAM SEQUENCE AND TRANSFER POINTS

Students may enter the Integrated Occupational Program at either the Grade 8 or Grade 9 levels. Criteria for determining student eligibility for the Integrated Occupational Program are provided in the *Guide to Education: Junior High School Handbook*.

After one or two years in the IOP at the junior high school level, students may transfer to regular programs, or progress in the Integrated Occupational Program at the senior high school level. Decisions regarding course sequences and transfer points throughout junior high school should reflect the achievements, needs and interests of individual students.

Teachers are encouraged to assist students in planning their high school programs. All students should become familiar with the credit requirements for graduation from senior high school, and obligatory courses for the Certificate of Achievement and/or diplomas. Information regarding high school programs and graduation requirements is outlined in the *Guide to Education: Senior High School Handbook*.

## SPECIFIC LEARNER EXPECTATIONS

Specific learner expectations for each of the IOP junior high social studies courses are provided on the following pages. The learner expectations comprise the required component of each course.

Each page contains the following:

- **Knowledge objectives.** Teachers should work toward the understanding of these generalizations, key understandings, concepts, and related facts and content throughout the entire junior high experience.
- **Skill objectives.** The skills are related to the knowledge objectives and should be developed within meaningful contexts.
- **Attitude objectives.** Knowledge, skills and attitudes should be addressed concurrently.

**Note:** In cases where specific learner expectations have been extended across the columns, it is expected that teachers will help students increase in proficiency from grade to grade even though varying levels of proficiency have not been specified.

Additional information about integrating and sequencing is available in the Program of Studies/Curriculum Guide and Teacher Resource Manual for each course.

A primary goal of the Integrated Occupational Social Studies Program is to enhance students' ability to participate responsibly in all environments. Social studies learning is a developmental process during which skills and related knowledge and attitudes are refined and expanded over time, in various contexts.

### **Integration**

The Statement of Content provides the knowledge, skills and attitudes to be addressed at each grade level. Teachers are encouraged to cluster and integrate the knowledge, skills and attitudes in keeping with the abilities and needs of students. Social studies skills and related knowledge and attitudes are interdependent.

Critical and creative thinking skills are integrated within the learning objectives to enhance student ability to process information, solve problems and make decisions.

### **Sequence**

Students differ in the ways and rates at which they acquire knowledge, skills and attitudes. Teachers are encouraged to sequence objectives and activities to maximize students' strengths and focus on needs. It is intended that skills and related knowledge and attitudes be applied to progressively difficult and/or age-appropriate situations as students advance through junior high school. Successful sequencing involves matching learning tasks in context to the individual student's needs, interests, learning styles and maturity level. The sequence should begin with the identification of the student's current performance, lead to the diagnosis of problem areas and focus on promoting growth in social studies.

The Grade 8 course introduces many skills with which students may be unfamiliar from previous school placements; the Grade 9 course focuses on expanding the application of skills within new contexts.



## IOP SOCIAL STUDIES, GRADE 8 SPECIFIC LEARNER EXPECTATIONS

In order to provide a clear statement of what students are expected to learn within each theme, the content has been organized into attitude, knowledge and skill objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model. Sample instructional activities are provided in the teacher resource manual. Flexibility in selecting and designing an instructional organization is intended to accommodate the needs of students, maximize the use of available resources and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. Equal weighting should be given to knowledge and skill objectives. Attitude objectives should receive continuous and informal evaluation.

The specific learner expectations in Grade 8 Social Studies are organized into four sections and are summarized in the following:

### **I. Personal/Interpersonal Development.**

Students will examine personal attributes and identify qualities and characteristics of others. Students will also apply participation and process skills to generate strategies to solve problems, make decisions and enhance acceptance of the views and behaviours of others. Teachers may organize for instruction to address the objectives in this section in a segregated fashion, or, the objectives may be integrated into the other three sections of the course.

### **II. The Physical and Cultural Community.**

Students will examine the physical and cultural community in which they live, using a variety of resources and strategies. Physical features, cultural groups and their distribution will also be examined in keeping with students abilities. The physical features and cultural groups of Brazil will be examined and compared with Canada.

### **III. Canada: Colonization to Confederation.**

Students will briefly examine the major events, individuals and institutions that influenced Canada's early development. Students will begin to develop an understanding of responsible citizenship and problem-solving/decision-making strategies used by governments.

### **IV. Careerwatch 8.** Students will begin to identify employment-related knowledge, skills and attitudes, and employment opportunities within the community.

#### **Attitude Objectives**

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

*Students will be expected to:*

- develop the desire to become responsible, participating members of society
- appreciate personal attributes, characteristics and behaviours
- develop a sense of responsibility for personal behaviour
- realize the value of appropriate communication skills
- appreciate the differences in others with respect to heritage, religion, family structure, occupation, physical/mental abilities, financial status, education and attitudes

- appreciate human interdependence
- appreciate the importance of continued awareness of events occurring in other countries
- appreciate the need to understand the physical and cultural community for a better understanding of self and family
- appreciate the importance of developing process skills and communication and participation strategies for lifelong learning in a changing society
- appreciate and respect the cultural background of community members
- recognize the importance of understanding current world issues as they relate to the physical and cultural community
- acquire a desire to be a responsible, participating citizens at home, at school, in the workplace and in the community
- appreciate the value to lifelong learning of developing process, communication and participation skills
- develop an understanding of self in relation to interests and career opportunities
- develop a desire to understand the history of Canada as it relates to the present and future of Canada
- appreciate the ability to use various decision-making and critical/creative thinking strategies to investigate employment opportunities within the community
- appreciate the importance of process, communication and participation skills when addressing careers
- appreciate the need to understand the relationship between world events and personal career preparation.

### Knowledge Objectives

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. The generalizations and key understandings are the most important knowledge objectives. The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<b>I. Personal/Interpersonal Development</b>  <i>Students will be expected to understand that:</i> <ul style="list-style-type: none"> <li>● personal development is related to an individual's attributes, self-esteem, sense of responsibility and level of independence</li> </ul>	<i>Students will be expected to develop an understanding of the following concepts:</i>  attributes self-esteem	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i>  Recognize the relationships among personal qualities, self-concept and self-esteem <ul style="list-style-type: none"> <li>● identify and list personal qualities/limitations</li> <li>● relate personal qualities/limitations to self-concept and self-esteem</li> <li>● identify the personal qualities of others</li> <li>● examine strategies to increase self-concept and self-esteem.</li> </ul>

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p><b>I. Personal/Interpersonal Development (continued)</b></p> <ul style="list-style-type: none"> <li>internal and external factors may influence personal behaviour and development</li> <li>recognizing roles and role models is important for personal/interpersonal development</li> <li>humans are interdependent, therefore, it is important for individuals to develop the communication and participation skills needed to relate successfully to peers, family members and community members in a variety of situations</li> </ul>	<p>developmental patterns needs wants</p> <p>role models interpersonal development</p> <p>interdependency family structures cooperation</p>	<p>Distinguish developmental patterns</p> <ul style="list-style-type: none"> <li>identify internal and external influences on developmental patterns</li> <li>identify needs and wants</li> <li>recognize that differences and similarities exist in human developmental patterns.</li> </ul> <p>Identify consequences of behaviour</p> <ul style="list-style-type: none"> <li>list various social and personal behaviours, and investigate possible consequences associated with each</li> <li>categorize consequences as positive or negative</li> <li>recognize that consequences may be controlled by personal behaviour.</li> </ul> <p>Compare roles</p> <ul style="list-style-type: none"> <li>identify personal roles</li> <li>recognize the relationship between roles and social situations</li> <li>define, identify and select appropriate role models.</li> </ul> <p>Outline strategies to meet people</p> <ul style="list-style-type: none"> <li>generate a list of locations/situations to meet people</li> <li>display communication skills appropriate for social contacts.</li> </ul> <p>Recognize the communication of pleasant and unpleasant feelings</p> <ul style="list-style-type: none"> <li>generate a list of pleasant and unpleasant feelings</li> <li>recognize that feelings may lead to behaviours that are socially acceptable or unacceptable, or to the repression of behaviours and feelings</li> <li>demonstrate socially acceptable strategies to attend to and communicate feelings</li> <li>examine strategies to receive and attend to pleasant and unpleasant messages.</li> </ul>



Generalizations and Key Understandings	Concepts	Related Facts and Content
<p><b>I. Personal/Interpersonal Development (continued)</b></p> <ul style="list-style-type: none"> <li>critical/creative thinking, process skills and inquiry strategies may be used to explore personal and interpersonal development</li> </ul>	<p>critical thinking creative thinking</p>	<p>Explain family structures and recognize personal role</p> <ul style="list-style-type: none"> <li>recognize and understand that there are various family structures: nuclear, single parent, extended, others</li> <li>identify varied roles of family members in each family pattern: mother, father, child, sibling, other</li> <li>identify personal family structure and roles</li> <li>outline behaviours and attitudes that facilitate cooperative family interaction.</li> </ul> <p>Identify skills/strategies needed for productive group work</p> <ul style="list-style-type: none"> <li>list skills needed for productive group work: listening, participating, tolerating, asserting</li> <li>identify roles within the group</li> <li>generate a set of guidelines to promote productive group work.</li> </ul> <p>Distinguish tolerant/intolerant behaviours and attitudes</p> <ul style="list-style-type: none"> <li>share examples of tolerant/intolerant behaviour and attitudes</li> <li>identify factors influencing tolerant/intolerant behaviour and attitudes</li> <li>develop strategies to assist self and others to manage behaviours and attitudes of intolerance.</li> </ul> <p>Demonstrate critical and creative thinking strategies</p> <ul style="list-style-type: none"> <li>identify and examine process skills such as locating, recalling, imagining, predicting, interpreting, applying, analyzing, synthesizing, monitoring, evaluating and organizing</li> <li>identify and apply critical and creative thinking strategies.</li> </ul>

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p><b>I. Personal/Interpersonal Development (continued)</b></p> <ul style="list-style-type: none"> <li>current world issues and problems may influence personal/interpersonal development.</li> </ul>		<p>Compare problem-solving/decision-making strategies</p> <ul style="list-style-type: none"> <li>identify a variety of problem-solving/decision-making strategies</li> <li>apply a variety of strategies to various issues/problems.</li> </ul> <p>Outline the elements of a plan</p> <ul style="list-style-type: none"> <li>define the concept of planning</li> <li>outline and apply the elements of a plan</li> <li>apply steps of a plan to a specific task or problem.</li> </ul> <p>Relate current affairs to the study of personal/interpersonal development.</p>
<p><b>II. The Physical and Cultural Community:</b></p> <p>A. Canada B. Comparison of Canada with Brazil</p> <p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> <li>many factors contribute to the physical and cultural community and understanding these factors will enable the individual to adapt to communities undergoing change</li> </ul>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>physical community cultural community</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Locate sources of information</p> <ul style="list-style-type: none"> <li>describe and apply the information contained within an atlas</li> <li>identify sources of information within the school and community</li> <li>interpret information in charts, graphs, tables, diagrams and maps</li> <li>construct maps demonstrating the use of longitudes/latitudes, symbols, directions, distance, scales and physical features.</li> </ul> <p>Identify the physical community</p> <ul style="list-style-type: none"> <li>relate the geographical location, physical features, climate and natural resources of the community</li> <li>compare/contrast the local community with other communities.</li> </ul>



Generalizations and Key Understandings	Concepts	Related Facts and Content
<b>II. The Physical and Cultural Community (continued)</b>	urban community grid system	<p>Interpret the urban grid system</p> <ul style="list-style-type: none"> <li>● identify the components of a town or city grid system</li> <li>● identify the directional layouts of streets and avenues</li> <li>● explain the relationships among streets, avenues and numbering systems</li> <li>● locate specific addresses within the community.</li> </ul> <p>Recognize the major areas of an urban centre</p> <ul style="list-style-type: none"> <li>● identify the major areas of an urban centre; e.g., inner core, industrial, residential, retail, recreation</li> <li>● determine the services found in each area</li> <li>● recognize the relationships among the areas of the city, types of service and transportation access systems</li> <li>● define and locate public/service agencies within the community</li> <li>● determine and outline appropriate behavioural strategies during emergencies, such as power failures, tornadoes, toxic spills</li> <li>● identify sources of transportation information</li> <li>● locate and interpret public transportation schedules</li> <li>● compare the forms of travel within the community.</li> </ul>
	rural community	<p>Recognize the rural grid system</p> <ul style="list-style-type: none"> <li>● identify and define the components of the rural/municipal grid system: section, township, range, meridian</li> <li>● recognize that township and range lines are similar to streets and avenues for use in locating rural addresses</li> <li>● identify major roadways in rural areas.</li> </ul>

Generalizations and Key Understandings	Concepts	Related Facts and Content
<b>II. The Physical and Cultural Community (continued)</b> <ul style="list-style-type: none"> <li>the physical and cultural communities are interdependent</li> <li>applying process skills and inquiry strategies will expand personal knowledge of the physical and cultural community</li> <li>the physical and cultural community may be influenced by current affairs.</li> </ul>	<p>cultural groups</p>	<p>Identify the cultural community</p> <ul style="list-style-type: none"> <li>define the concept of cultural group</li> <li>distinguish major cultural groups within the community</li> <li>share information about personal heritage</li> <li>identify various cultural group contributions to the community.</li> </ul> <p>Identify communication systems within the community</p> <ul style="list-style-type: none"> <li>describe human interaction contributing to community cohesiveness</li> <li>outline the role of technology in contributing to community cohesiveness.</li> </ul> <p>Relate current affairs to the study of the physical and cultural community</p> <ul style="list-style-type: none"> <li>locate and place towns, cities and countries in the news on maps, using latitudes and longitudes.</li> </ul>
<b>III. Canada: Colonization to Confederation</b> <p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> <li>Canada is a participatory democracy involving responsible citizenship</li> <li>applying critical/creative thinking, problem-solving and decision-making strategies may aid in understanding the concepts associated with colonization and confederation</li> </ul>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>participatory democracy colonization confederation compromise</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Summarize briefly how Canada became a country</p> <ul style="list-style-type: none"> <li>outline significant individuals and events leading to confederation; e.g., settlement, exploration, nationhood, <i>B.N.A. Act</i>, Sir John A. Macdonald</li> <li>understand that confederation is a compromise.</li> </ul>

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p><b>III. Canada: Colonization to Confederation (continued)</b></p> <ul style="list-style-type: none"> <li>it is important to develop problem-solving, communication and participation skills to facilitate appropriate interaction at home, at school, in the workplace and in the community.</li> </ul>		<p>Define the qualities of a responsible citizen</p> <ul style="list-style-type: none"> <li>describe the attitudes and behaviours of members of society who make positive contributions.</li> </ul> <p>Relate current affairs to the study of colonization and confederation in Canada.</p>
<p><b>IV. Careerwatch 8</b></p> <p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> <li>identifying community employment opportunities and relating these to personal interests will assist them in making appropriate future career choices</li> <li>critical/creative thinking, problem-solving and decision-making strategies will assist individuals to investigate careers within the community</li> <li>world events may influence present and future employment opportunities in the community.</li> </ul>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>career job</p> <p>volunteerism</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Describe the careers of family members and/or friends</p> <ul style="list-style-type: none"> <li>share information about careers</li> <li>categorize jobs into employment clusters.</li> </ul> <p>Select and list personal qualities related to employment</p> <ul style="list-style-type: none"> <li>identify interests and relate these to employment</li> <li>outline the characteristics and qualities of a desirable employee.</li> </ul> <p>Identify volunteer employment</p> <ul style="list-style-type: none"> <li>list the benefits of volunteer employment</li> <li>identify volunteer services and organizations within the community</li> <li>categorize volunteer services in terms of individual interests</li> <li>identify relationships between volunteer work and job experience.</li> </ul> <p>Relate current affairs to employment in the community</p> <ul style="list-style-type: none"> <li>recognize that world events may influence employment opportunities.</li> </ul>



## Skill Objectives

Skills in Social Studies have been organized into process, communication and participation categories, with inquiry strategies included to emphasize that skills are interrelated and often developed together. The following skills are to be addressed and emphasized in Grade 8. Skills should be integrated with knowledge and attitude objectives in the instructional process.

**Process skills** help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating. *Students will be expected to develop the ability to:*

- identify and define topics
- identify methods to gather information, and various sources of information, such as interviews, surveys, print and non-print media
- gather information from community resources using listening, viewing and reading skills
- differentiate between main and related ideas
- identify points of view expressed in cartoons, pictures, photographs
- identify relationships among variables within charts, graphs and tables
- identify the purposes, messages and intended audiences of visual communications
- read and interpret maps
- use a variety of strategies, such as webbing, jotting and listing to outline the main and related ideas while reading, listening and viewing
- compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory
- categorize information to relate to concepts
- make generalizations by stating relationships among concepts
- identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on the sections.

**Communication skills** help one express thoughts and ideas and present information. These skills involve oral, visual and written

communication. *Students will be expected to develop the ability to:*

- display information, using a variety of methods, such as maps, time lines, charts, graphs, etc.
- write a clear and effective report, letter or explanation focusing on relationships among issues, problems and topics, such as;
  - the significance of the family on personal and interpersonal development
  - the influence of a specific cultural group on the physical community
  - differences and similarities of the geography of Canada and Brazil
  - a comparison of employment opportunities among various communities.

**Participation skills** enable one to interact with others. These skills involve working effectively, individually and cooperatively in group situations. *Students will be expected to develop the ability to:*

- converse with others in a variety of settings, including small groups and whole class discussions
- observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner
- contribute to the group and group processes by becoming a leader, recorder, etc.; staying on topic, extending the ideas of others, paraphrasing and working toward a consensus or a decision.

**Inquiry strategies** are combinations of skills that help one answer questions, solve problems and make decisions, using process, communication and participation skills. *Students will be expected to develop the ability to:*

- use critical and creative thinking skills to gather, organize and generate information; identify reliable sources of information; determine main ideas; and, evaluate personal performance
- apply appropriate models to solve problems, make decisions and answer questions.

## IOP SOCIAL STUDIES, GRADE 9 SPECIFIC LEARNER EXPECTATIONS

In order to provide a clear statement of what students are expected to learn about each topic, the content has been organized into attitude, knowledge and skill objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model. Sample instructional activities are provided in the teacher resource manual. Flexibility in selecting and designing an instructional organization is intended to accommodate the needs of students, maximize the use of available resources and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. Equal weighting should be given to knowledge and skill objectives. Attitude objectives should receive continuous and informal evaluation.

The specific learner expectations in Grade 9 Social Studies are organized into four sections and are summarized in the following:

### **I. Personal/Interpersonal Development.**

Students will review and extend the objectives addressed in Grade 8 within new contexts and in keeping with their abilities and needs. The objectives in this section may be addressed through a segregated unit, or teachers may organize for instruction to integrate the objectives within the other three sections of the course.

### **II. The Social and Economic Community.**

Students will extend their exploration of their community and Canada to include the social and economic environments. Immigration patterns, natural resources, industry and employment patterns will be addressed. When an understanding of the social and economic community of Canada is acquired, students will compare the Canadian situation with the United States and the Soviet Union, in keeping with their abilities.

**III. Citizenship in Canada.** Students will continue to develop an understanding of responsible citizenship by examining specific, relevant laws and the importance to self and society of adhering to laws. Students will apply critical and creative thinking skills to analyze political cartoons.

**IV. Careerwatch 9.** Students will extend their examination of the community by locating and organizing employment opportunities according to the eight occupational clusters identified in the practical arts component of IOP. Students will examine and relate their personal attributes to present and future employment opportunities in the community.

### **Attitude Objectives**

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

*Students will be expected to:*

- develop an appreciation of personal attributes, characteristics and behaviours
- develop a sense of responsibility for personal behaviour
- realize the value of appropriate communication patterns
- develop the desire to become a responsible, participating member of society



- appreciate the differences in others with respect to heritage, religion, family structure, occupation, physical/mental abilities, financial status, education and attitudes
- recognize the importance of continued awareness of events occurring in the world and their influence on personal/interpersonal development
- develop a desire to continue learning about the interdependency of the social, economic and physical community
- develop a desire to apply critical/creative thinking and inquiry strategies to social and economic issues
- appreciate the hardships experienced and contributions made by immigrants to Canadian communities
- recognize the importance of understanding current world issues as they relate to the social and economic community
- appreciate the need for laws and for a personal understanding of laws
- acquire a lifelong desire to act within the boundaries of the law and to be a responsible, participating citizen

- appreciate the need to recognize current affairs and their influence on the community, province and country
- appreciate the need to assess personal interests and aptitudes as well as to survey the potential market prior to making career decisions
- develop the desire to apply decision-making/32. creative thinking strategies to employment decisions
- appreciate the need to understand the relationships among world events, employment opportunities and personal career selection.

### Knowledge Objectives

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. The generalizations and key understandings are the most important knowledge objectives. The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<b>I. Personal/Interpersonal Development</b>  <i>Students will be expected to understand that:</i> <ul style="list-style-type: none"> <li>● personal development is related to an individual's attributes, self-esteem, sense of responsibility and level of independence</li> </ul>	<i>Students will be expected to develop an understanding of the following concepts:</i>  sense of responsibility needs wants values empathy tolerance	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i>  Distinguish developmental patterns <ul style="list-style-type: none"> <li>● prioritize personal needs and wants</li> <li>● compare/contrast personal needs and wants with those of other individuals</li> <li>● list and prioritize personal values</li> <li>● demonstrate an understanding of the relationship between empathy and tolerance.</li> </ul>

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p><b>I. Personal/Interpersonal Development (continued)</b></p> <ul style="list-style-type: none"> <li>internal and external factors may influence personal behaviour and development</li> </ul>	<p>internal factors external factors</p>	<p>Relate independence to responsibility</p> <ul style="list-style-type: none"> <li>outline the developmental stages of independence: infancy, childhood, adolescence, adulthood</li> <li>compare/contrast levels of independence throughout each stage</li> <li>recognize that independence leads to self-actualization</li> <li>relate level of independence to responsibility</li> <li>compare the interdependence of personal commitment and the expectations of others</li> <li>plan strategies for accepting increasing levels of responsibility.</li> </ul> <p>Summarize internal and external factors contributing to success</p> <ul style="list-style-type: none"> <li>outline the attributes of a successful person</li> <li>recognize that success may be defined in different ways, depending upon internal/external factors</li> <li>distinguish intrinsic and extrinsic motivators</li> <li>identify successful people within the school and the community and provide supporting reasons</li> <li>plan strategies for achieving individual success.</li> </ul> <p>Recognize the need for realistic goal planning</p> <ul style="list-style-type: none"> <li>identify and categorize individual goals</li> <li>identify factors which determine whether a goal is realistic</li> <li>outline examples of goals leading to immediate/deferred gratification</li> <li>recognize that deferring immediate gratification may result in achieving long-range goals</li> <li>relate personal satisfaction to immediate and deferred gratification.</li> </ul>

Generalizations and Key Understandings	Concepts	Related Facts and Content
<b>I. Personal/Interpersonal Development (continued)</b> <ul style="list-style-type: none"> <li>humans are interdependent, therefore, it is important for individuals to develop the problem-solving communication and participation skills needed to relate successfully to peers, family members and community members in a variety of situations</li> <li>recognizing roles and role models is important for personal/interpersonal development</li> <li>process skills, critical/creative thinking strategies and problem-solving/decision-making strategies may be used to explore personal/interpersonal development</li> <li>current world issues and problems may influence personal/interpersonal development.</li> </ul>	<ul style="list-style-type: none"> <li>superficial friendships</li> <li>peer group norms</li> <li>conflict resolution</li> <li>role models</li> </ul>	<p>Identify friendships and peer groups</p> <ul style="list-style-type: none"> <li>compare/contrast real and superficial friendships</li> <li>relate peer groups to peer group norms.</li> </ul> <p>Observe and explain group behaviour</p> <ul style="list-style-type: none"> <li>determine situational etiquette</li> <li>compare cooperative, uncooperative and competitive behaviours</li> <li>identify conflict and conflict resolution strategies</li> <li>list leadership qualities</li> <li>relate group norms to role behaviour.</li> </ul> <p>Identify and apply problem-solving/decision-making strategies</p> <ul style="list-style-type: none"> <li>list and apply time management strategies</li> <li>identify and apply stress management strategies.</li> </ul> <p>Identify and apply critical and creative thinking strategies</p> <ul style="list-style-type: none"> <li>use process skills to investigate and apply critical/creative thinking strategies.</li> </ul> <p>Relate current affairs to the study of personal/interpersonal development.</p>

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p><b>II. The Social and Economic Community:</b></p> <p><b>A. Canada</b>  <b>B. Comparison of Canada with the United States and the U.S.S.R.</b></p> <p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> <li>the social and economic communities interrelate and are influenced by geographical location, physical features, climate and natural resources</li> <li>immigrants and/or cultural groups have influenced the community, and the community has influenced immigrants and cultural groups</li> </ul>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>social community  economic community  natural resources</p> <p>immigration  cultural groups</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Relate geographical location, physical features, climate and natural resources to industry and population</p> <ul style="list-style-type: none"> <li>compare/contrast community population trends</li> <li>distinguish renewable/non-renewable resources within the community</li> <li>identify reasons for population changes: environmental issues, lack of employment, other</li> <li>construct maps demonstrating the use of longitudes/latitudes, symbols, directions, distances, scales and physical features.</li> </ul> <p>Demonstrate an understanding of immigration</p> <ul style="list-style-type: none"> <li>identify the countries of immigration represented in the local community</li> <li>identify reasons for immigration</li> <li>recognize the benefits the community offers immigrants, and immigrants offer the community</li> <li>locate and use sources of information to determine contributions made by various cultural groups: clothing, food, recreation, crafts, others</li> <li>distinguish between immigrants/refugees.</li> </ul> <p>Outline difficulties faced by immigrants</p> <ul style="list-style-type: none"> <li>summarize ways in which immigrants overcome difficulties</li> <li>develop strategies to increase understanding and acceptance of immigrants/cultural groups.</li> </ul>



Generalizations and Key Understandings	Concepts	Related Facts and Content
<p><b>II. The Social and Economic Community (continued)</b></p> <ul style="list-style-type: none"> <li>critical/creative thinking and inquiry strategies may be used to examine social and economic issues</li> <li>the social and economic community may be influenced by current affairs.</li> </ul>		<p>Identify the economic community</p> <ul style="list-style-type: none"> <li>name major businesses and industries within the community</li> <li>classify businesses and industries as primary, secondary or tertiary</li> <li>relate population, resources, industry and the economic base of a community to employment</li> <li>relate the major areas of an urban/rural community to industries, services and population patterns.</li> </ul> <p>Recognize the effect of environmental issues on the individual and the community</p> <ul style="list-style-type: none"> <li>list and prioritize the environmental concerns presently affecting the community, province, country and the world</li> <li>gather data and use a decision-making process to develop a personal opinion regarding several environmental issues</li> <li>develop strategies to increase community awareness of and response to environmental concerns.</li> </ul> <p>Recognize the influence of various factors on the quality of life</p> <ul style="list-style-type: none"> <li>identify renewable/non-renewable resources</li> <li>distinguish between market, centrally planned and mixed economic patterns</li> <li>relate economic patterns to quality of life.</li> </ul> <p>Relate current affairs to the study of the social and economic community</p> <ul style="list-style-type: none"> <li>locate and place towns, cities and countries in the news on maps, using latitudes and longitudes</li> <li>identify the hemispheres and the continents.</li> </ul>



Generalizations and Key Understandings	Concepts	Related Facts and Content
<p><b>III. Citizenship in Canada</b></p> <p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> <li>● citizenship relates to laws and it is the responsibility of citizens to respect and understand laws</li> <li>● critical/creative thinking and inquiry strategies may be applied to gain an increased understanding of laws</li> <li>● it is important to apply the knowledge of laws to personal behaviour</li> <li>● current events may influence Canadian citizenship and laws.</li> </ul>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>justice laws</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Distinguish laws as they pertain to the individual and the community</p> <ul style="list-style-type: none"> <li>● recognize that there are different levels of government</li> <li>● summarize the development of and need for laws; e.g., the <i>Highway Traffic Act</i> the <i>Young Offenders Act</i>.</li> </ul> <p>Recognizes the qualities of a responsible citizen</p> <ul style="list-style-type: none"> <li>● describes the attitudes and behaviours of members of society who make positive contributions</li> <li>● identifies the personal characteristics that society values in its members.</li> </ul> <p>Relates current affairs to the study of citizenship in Canada</p> <ul style="list-style-type: none"> <li>● relates political cartoons to current events</li> <li>● identifies symbolism in cartoons</li> <li>● recognizes the cartoonist's message.</li> </ul>
<p><b>IV. Careerwatch 9</b></p> <p><i>Students will be expected to understand that:</i></p> <ul style="list-style-type: none"> <li>● problem-solving/decision-making and critical/creative thinking strategies will assist the individual to examine employment opportunities</li> </ul>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>employment opportunities</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts.</i></p> <p>Identify employment opportunities within the community</p> <ul style="list-style-type: none"> <li>● locate sources of employment information within the community</li> <li>● classify employment opportunities into occupational clusters</li> <li>● identify institutions within the community that relate to the IOP occupational clusters.</li> </ul>

Generalizations and Key Understandings	Concepts	Related Facts and Content
<b>IV. Careerwatch 9 (continued)</b> <ul style="list-style-type: none"> <li>it is important to acquire the ability to locate available jobs within the community and to relate these to personal abilities, needs and interests</li> <li>world events may influence present and future employment opportunities in the community/province.</li> </ul>		<p>Identify new/future employment opportunities in the community</p> <ul style="list-style-type: none"> <li>recognize the importance of local radio, TV and newspapers as sources of information regarding new industries and job opportunities.</li> </ul> <p>Relate community employment opportunities to personal abilities, needs and interests.</p> <p>Relate current affairs to employment in the community, province, country and world</p> <ul style="list-style-type: none"> <li>recognize that world events may influence employment opportunities.</li> </ul>

### Skill Objectives

Skills in social studies have been organized into process, communication and participation categories, with inquiry strategies included to emphasize that skills are interrelated and often developed together. The following skills are to be addressed and emphasized in Grade 9. Skills should be integrated with knowledge and attitude objectives in the instructional process.

**Process skills** help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating. *Students will be expected to develop the ability to:*

- identify and define topics
- identify methods to gather information, and various sources of information, such as interviews, surveys, print and non-print media
- gather information from community resources using listening, viewing and reading skills

- differentiate between main and related ideas
- identify points of view expressed in cartoons, pictures, photographs
- identify relationships among variables within charts, graphs and tables
- identify the purposes, messages and intended audiences of visual communications
- read and interpret maps
- use a variety of strategies, such as webbing, jotting and listing to outline the main and related ideas while reading, listening and viewing
- compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory
- categorize information to relate to concepts
- make generalizations by stating relationships among concepts
- identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on the sections.

**Communication skills** help one express thoughts and ideas and present information. These skills involve oral, visual and written communication. *Students will be expected to develop the ability to:*

- display information using a variety of methods, such as maps, time lines, charts, graphs, etc.
- write a clear and effective report, focusing on relationships among issues, problems and topics, such as
  - the significance of the family on personal and interpersonal development
  - the influence of a specific cultural group on the physical community
  - differences and similarities of the geography of Canada, the United States and the U.S.S.R.
  - a comparison of employment opportunities among various communities.

**Participation skills** enable one to interact with others. These skills involve working effectively, individually and cooperatively in group situations. *Students will be expected to develop the ability to:*

- increase their facility in communicating with others in more formal situations such as interviews and panel discussions
- observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner
- contribute to the group and group processes by becoming a leader, recorder, etc., staying on topic, extending the ideas of others, paraphrasing and working toward a consensus or a decision.

**Inquiry strategies** are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills. *Students will be expected to develop the ability to:*

- use critical and creative thinking skills to generate and apply personally developed problem-solving/decision-making models
- assess and monitor personal performances.

## D. LEARNING RESOURCES

### BASIC LEARNING RESOURCE

#### Grade 8 and Grade 9

Crewe, R. James et al. *Living in North America*.  
Toronto, ON: D. C. Heath Canada Ltd.,  
Second printing, 1989.

### SUPPORT LEARNING RESOURCES

Support learning resources are identified in the Integrated Occupational Social Studies Program of Studies/Curriculum Guides and in the Teacher Resource Manuals.



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